

English 10 Final Exam Preview

The final exam for our class will be on June 1 and will determine 20% of your grade for the year (as much as a quarter grade). The exam will be scored out of 100 points, and it will have four sections.

Section I: Short Answer (10 points)

You will be presented with a list of 10 characters from *The Tempest* and *The Odyssey*. For each, write a list of significant details showing me what you know about the character. The characters that appear on the exam will be selected from those that will be part of your review.

Section II: Quotation Identification & Analysis (40 points)

You will be presented with significant quotations from the five major texts we have read this year. The quotations that appear on the exam will be selected from those that will be part of your review. You will be directed to choose five quotations and answer the following questions about each:

- a. **Identify the speaker** – Who says this quotation? (1 point)
- b. **Identify the audience** – To whom is s/he speaking? (1 point)
- c. **Context** – What is happening in the story when s/he says this? (2 points)
- d. **Paraphrase** – In your words, what is the speaker saying in the quotation? (2 points)
- e. **Significance** – Why is this quotation important for the events, theme, or meaning of the story? -OR- What does this quotation show about the speaker's character and/or values? (2 points)

For the questions worth multiple points, partial credit will be available for answers that are accurate but unclear, or generally correct but not specific.

Section III: Character Dialogue (20 points)

You will write the script of a conversation between yourself and two characters, one from each of two different major texts we have read this year, on the question "How do race, family, friends, and culture shape a person's identity?"

You will receive a more full copy of the prompt later on in the review period. You may bring an outline that you may use on this and only this portion of the exam.

Section IV: Essay (30 points)

You will be provided with several essay topics later on in the review period. You will choose one of the topics, then plan and write a good essay in response. You may bring an outline and quotations that you may use on this and only this portion of the exam.

Section I: Short Answer (10 points)

You will be presented with a list of 10 characters from *The Tempest* and *The Odyssey*. For each, write a list of significant details showing me what you know about the character. The characters that appear on the exam will be selected from the list below.

- Prospero
- Miranda
- Ariel
- Caliban
- Odysseus
- Telemachus
- Penelope
- Polyphemus
- The Sirens
- Scylla & Charybdis
- Calypso
- Circe
- Athena
- Poseidon
- Zeus

Section II: Quotation Identification & Analysis (40 points)

You will be presented with significant quotations from the five major texts we have read this year. You will choose **five** quotations and answer the following questions about each:

- a. **Identify the speaker** – Who says this quotation? (1 point)
- b. **Identify the audience** – To whom is s/he speaking? (1 point)
- c. **Context** – What is happening in the story when s/he says this? (2 points)
- d. **Paraphrase** – In your words, what is the speaker saying in the quotation? (2 points)
- e. **Significance** – Why is this quotation important for the events, theme, or meaning of the story? -OR- What does this quotation show about the speaker's character and/or values? (2 points)

For the questions worth multiple points, partial credit will be available for answers that are accurate but unclear, or generally correct but not specific.

The quotations on the exam will be selected from the list below.

The Absolutely True Diary of a Part-Time Indian

1. It sucks to be poor, and it sucks to feel that you somehow *deserve* to be poor. You start believing that you're poor because you're stupid and ugly. And then you start believing that you're stupid and ugly because you're Indian. And because you're Indian you start believing you're destined to be poor. It's an ugly circle and *there's nothing you can do about it*.
2. "I know, I know, but some Indians think you have to act white to make your life better. Some Indians think you *become* white if you try to make your life better, if you become successful."
3. "Well, life is a constant struggle between being an individual and being a member of the community."
4. "I have to prove that I am stronger than everybody else. I have to prove that I will never give up. I will never quit playing hard. And I don't just mean in basketball. I'm never going to quit living life this hard, you know? I'm never going to surrender to anybody. Never, ever, ever."

Maus

5. But XXXXX, it's great material. It makes everything more *real* – more human. I want to tell *your* story, the way it really happened.
6. No, darling! To die it's easy...but you have to struggle for life! Until the last moment we must struggle together! I need you! And you'll see that together we'll survive.

7. I know this is insane, but I somehow wish I had been in Auschwitz *with* my parents so I could really know what they lived through! ...I guess it's *some* kind of guilt about having had an easier life than they did.
8. Don't worry about friends. Believe me, they don't worry about you. They just worry about getting a bigger share of your food!
9. That's *outrageous*! How can you, of all people, be such a racist! You talk about blacks the way the Nazis talked about the Jews!

The Tempest

10. You know better than anyone how tortured you were when I found you. Your groans made wolves howl, and even made bears feel sorry for you. Nobody but the damned souls of hell deserves the spell that Sycorax put on you and couldn't undo. It was my magic that saved you when I arrived on the island and heard you, making the pine tree open and let you out.
11. You horrid slave, you can't be trained to be good, and you're capable of anything evil! I pitied you, worked hard to teach you to speak, and taught you some new thing practically every hour. When you didn't know what you were saying, and were babbling like an animal, I helped you find words to make your point understandable. But you had bad blood in you, no matter how much you learned, and good people couldn't stand to be near you. So you got what you deserved, and were locked up in this case, which is more fitting for the likes of you than a prison would be.
12. You taught me language, and all I can do with it is curse. Damn you for teaching me your language!

Passing

13. "You can't know, XXXXX, how, when I used to go over to the south side, I used almost to hate all of you. You had all the things I wanted and never had had. It made me all the more determined to get them, and others. Do you, can you understand what I felt?"
14. "It's funny about 'passing.' We disapprove of it and at the same time condone it. It excites our contempt and yet we rather admire it. We shy away from it with an odd kind of revulsion, but we protect it."
15. "But it's true, XXXXX. Can't you realize that I'm not like you a bit? Why, to get the things I want badly enough, I'd do anything, hurt anybody, throw anything away. Really, XXXXX, I'm not safe."
16. That instinctive loyalty to a race. Why couldn't she get free of it? Why should it include Clare? Clare, who'd shown little enough consideration for her, and hers. What she felt was not so much resentment as a dull despair because she could not change herself in this respect, could not separate individuals from the race, herself from Clare Kendry.
17. "It was an accident, a terrible accident," she muttered fiercely. "It *was*."

The Odyssey

18. These mortals do love to blame their sorrows on us, don't they? But they cause most of their own troubles! Look at Aegisthus, killing King Agamemnon after we warned him not to. What did he expect?
19. Oh, forlorn man, stop your tears. I am ready to let you go. Come, put your skill to use. Take up tools, fell some tall trees for timber, and build yourself a sturdy raft, strong enough to withstand the ocean waves. I'll give you stores of food and drink and tell you how to reach our home. The rest will happen as the gods will it.
20. Poseidon, earth-shaker, god of the sable locks, if I am indeed your son, grant me revenge on Odysseus of Ithaca! Let him never reach his home, or if the other gods decree that he must, let him come late, after long suffering, with all of his comrades dead, and let him find trouble waiting for him at home!
21. But lady, you do not need to stain your check any longer with tears. I have something else to tell you. Your husband is on his way, near at hand. I heard this from the king of the Thesprotians, who had sent him on his way in a good ship. The man had been lost at sea for years, because his crew devoured the cattle of Helios, and so Zeus destroyed his ship and stranded him. But he escaped and made his way back here, gathering treasure as he came.
22. You know the reason for my caution. The gods gave us so much pain—they kept us apart through the summer of our lives. I armed myself long ago against falsehoods: the lies and seductions of so many strangers who came seeking to win me over.
23. You must put away your sword if you would live in peace. Fulfill the prophecy of Tiresias, and you will die gently in old age, and your name will live forever in story and song.

Section III: Character Dialogue (20 points)

You will write the script of a conversation between yourself and two characters, one from each of two different major texts we have read this year, on the question “How do race, family, friends, and culture shape a person’s identity?”

Here’s the full prompt:

One of the purposes of an English final exam at Latin is to have students draw connections across units and texts in creative and intellectually fruitful ways. The question “How do race, family, friends, and culture shape a person’s identity?” has been deeply relevant to each of the texts and units we have studied this year. Imagine that you have been asked to participate in a discussion of this question, along with two major characters from different texts we have read this year.

Choose which two characters will participate in the conversation with you, and then write the script for a conversation in which the three of you discuss the question of how race, family, friends, and culture shape a person’s identity. Do not worry about mimicking characters’ speech patterns or vocabulary in the two texts, have the three of you speak formal English, and be sure to have all three participants (you, plus each of the two characters) support their/your opinions with references to their/your own experiences.

Partial list of characters you might wish to choose from (remember, you must include yourself): Arnold Spirit, Jr. (*The Absolutely True Diary of a Part-Time Indian*); Artie Spiegelman and Vladek Spiegelman (*Maus*); Clare Bellew and Irene Redfield (*Passing*); Prospero, Ariel, and Caliban (*The Tempest*); Odysseus, Telemachus, and Penelope (*The Odyssey*)...

You may bring an outline that you may use on this and only this portion of the exam.

Some templates that might be helpful:

Disagreeing, with Reasons

- X is mistaken because she overlooks ____.
- X contradicts himself. On the one hand, he argues _____. On the other hand, he also says _____.
- By focusing on _____, X overlooks the deeper problem of _____.

Agreeing – with a Difference

- I agree that _____ because my experience _____ confirms it.
- I agree that _____, a point that needs emphasizing since so many people believe _____.

Agreeing and Disagreeing Simultaneously

- Although I concede that _____, I still insist that _____.
- While it is true that _____, I disagree that _____.
- While X is probably wrong when she claims that _____, she is right that _____.
- I’m of two minds about X’s claim that _____. On the one hand, I agree that _____. On the other hand, I’m not sure if _____.

	Excellent (5 points)	Good (4 points)	Satisfactory (3.5 points)	Not Yet Successful (2.5 points)	Largely Incomplete (2 points)
Content	Participants' thoughts produce insights into their personalities and experiences	Participants' thoughts are consistent with their personalities and experiences	Participants' thoughts are mostly consistent with their experiences	Characters' thoughts are only somewhat consistent with their personalities and experiences	Character's thoughts are inconsistent with their personalities and experiences
Evidence and Explanation <i>Evidence and explanation...</i>	Thoroughly support and thoughtfully develop the writer's ideas	Fully support and develop the writer's ideas	Support and develop ideas, but leave some work to the reader	Partially support and develop the writer's ideas	Are unclear, irrelevant, and/or largely absent
Clarity <i>Sentences are...</i>	Clear in meaning and fluently constructed	Consistently clear in meaning	Generally clear in meaning	Several sentences are unclear in meaning	Sentences are consistently unclear in meaning
Formal English Conventions (grammar, spelling, punctuation)	Very few errors, if any; sophisticated use of conventions enhances ideas	Occasional errors	Numerous errors that do not obscure the writer's meaning	Numerous errors that sometimes obscure the writer's meaning	Little evidence of successful editing or proofreading

Section IV: Essay (30 points)

You will choose one of the topics below, then plan and write a good essay in response. Remember that you must support what you say with evidence from the text.

You may bring an outline and quotations that you may use on this and only this portion of the exam.

1. At the end of William Ernest Henley's poem "Invictus," the narrator proclaims, "I am the master of my fate, / I am the captain of my soul." Yet many people argue that we are *not* in control of many aspects of our lives: our appearance, how we are raised, where we are born, even – in most cases – our names. Choose two major characters from different texts we have read this year (other than Arnold Spirit, Jr.) and explain, with good references to the text, what their stories show about the extent to which we are in control of our lives.
2. According to the Merriam-Webster online dictionary (www.merriam-webster.com), one definition of "odyssey" is "a series of experiences that give knowledge or understanding to someone." Choose two major characters from different texts we have read this year (other than Odysseus and Telemachus) and explain, with good references to the text, whether their stories can be considered an "odyssey." Be sure to describe the significant experiences each character undergoes and what, if any, knowledge or understanding s/he gains from those experiences.
3. The Cicero quotation in our hallway says, "We are not born for ourselves alone"; the John Quincy Adams quotation two floors up says, "You must have one great purpose of existence: to make your talents and your knowledge most beneficial to your country and most useful to mankind." Both quotations suggest that, because we are humans who live among other humans, we have obligations to others. Choose two major characters from different texts we have read this year and explain how their obligations to others influence their behavior.
4. Quotations are everywhere in our school building. They are on the walls, in the classrooms, in the halls, in teachers' offices. Find a quotation that speaks to you and explain how two of the major characters from different texts we have read this year would respond to the meaning and words of the quotation. Your essay should first explain what the quotation means and then discuss how each character would respond.

	Excellent (6 points)	Good (5 points)	Satisfactory (4.5 points)	Not Yet Successful (3 points)	Largely Incomplete (2 points)
Thesis & Overall Interpretation	A well-developed thesis introduces a sophisticated interpretation that includes interesting insights	The thesis is clear and introduces an interpretation that goes beyond a literal level	The thesis is clear; interpretation may be straightforward; inferences may be inconsistent	The thesis is vague or unclear; the work may be incorrectly interpreted, or inferences may be inaccurate	The thesis is vague or absent and interpretation is inaccurate
Evidence	Ample and appropriately selected details, examples, and quotations effectively support the writer's thinking throughout the response	Appropriately selected details, examples, and quotations successfully support the writer's thinking throughout the response	Some details, examples, and quotations are present; they are largely relevant to the writer's thinking	There is insufficient evidence to support the interpretation or details are not always adequate to support points	Details, quotations, and examples are largely or completely absent
Explanation	Explanations show clear, thorough connections between evidence and ideas	Explanations connect evidence and ideas	Explanations usually connect evidence and ideas	Connections between evidence and ideas are occasional and/or unclear	Explanations are insufficient or absent
Clarity	Sentences are clear in meaning and fluently constructed	Sentences are consistently clear in meaning	Sentences are generally clear in meaning	Several sentences are unclear in meaning	Sentences are consistently unclear in meaning
Formal English Conventions (grammar, spelling, punctuation)	Very few errors, if any; sophisticated use of conventions enhances ideas	Occasional errors	Numerous errors that do not obscure the writer's meaning	Numerous errors that sometimes obscure the writer's meaning	Little evidence of successful editing or proofreading